

*I'm Somebody –  
Who Are You?*



## Student Booklet

### Activity 1.

You will be preparing an oral history to tell about your own life or that of someone you know. An oral history is one way that information about people and events in their lives can be passed on so that others can learn about it.

People learn about history in many different ways. Think about some of the ways to learn about people and events of the past, and about what life was like in the past. Work with your teacher and your classmates to list the different ways below, and the advantages and disadvantages of each. One is done for you, as an example.

Method	Disadvantages	Advantages
History book	1. Written from author's point of view 2. Reader needs to be able to understand the written language 3. Can be destroyed by fire	1. Many copies can be produced 2. Can last many generations 3. Can be reread many times

## Activity 2.

**Oral history**, people telling the story of events they or others have experienced, is one way we learn about the past. Because you will be preparing an oral history to tell about your own life, or the life of someone you know, you will need to learn more about different ways oral history can be told.

With your group, read the book your teacher gives you. You will need to pay attention to the **memory cues** used in the story. Memory cues are articles or artifacts used to help remember specific events or people.

**Step A.** Record the title and author of the book. As you read, list the memory cues used in the story.

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Memory Cues:** \_\_\_\_\_

**Step B.** Work with your group to fill out the chart on the next page.

Chart for Activity 2B

Book Title: \_\_\_\_\_

Events	People Involved	Reaction to Events	Memory Cues

Describe how people were affected by the geographic setting: \_\_\_\_\_  
\_\_\_\_\_

### Activity 3.

Now that you have read the story with your group, you need to prepare to share it with others who did not read the same book.

**Step A.** As a group, decide what memory cues to use to retell the story. Use materials your teacher gives you to make the cues. Practice retelling the story with your group.

**Step B.** Your teacher will change your groups so that you are with students who each read a different book. Each student in your new group will retell the story he or she read, using memory cues.

As others present their stories, be sure to notice the different types of memory cues that may be used. Think about why different stories use different cues.

On the lines below, tell which memory cue was your favorite and explain why.

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### Activity 4.

**Step A.** You have read and shared stories involving oral history. Now your teacher has a personal oral history to tell. Look at the artifacts your teacher brought to class to help present his/her oral history.

List the artifacts on the lines below.

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Based on these artifacts, predict what you might be told about your teacher's life.

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**Step B.** After your teacher has finished telling his/her oral history, explain the differences and similarities between what you predicted and what your teacher said. Write your answer on the lines below.

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On the lines below, tell about one part of your teacher's oral history that surprised you.

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**Activity 5.**

**Step A.** Think about your own history, or the history of a person you know. Use the K - W - L - chart on the next page to record what you already **know (K)** and what you **want to know (W)**. At the end of the task, you will fill in what you have **learned** about your own life, or the life of the person you chose **(L)**.

K - W - L Chart

I am going to do an oral history on: (check one)    Myself \_\_\_\_\_    Someone I know \_\_\_\_\_

What do I already know?	What do I want to find out?	What have I learned?

**Step B.** You have read stories involving oral history, you have heard your teacher's oral history, and you have thought about your own life or the life of the person you selected. Now you are ready to collect more information to prepare an oral history.

You will need to plan your investigation.

Where might you get information?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List people you know who could help you, and how you could contact them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List questions you would like to ask:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Step C.** Following your teacher's directions, prepare a class interview form, or use one your teacher provides for you. Exchange interview forms with your partner and take turns asking each other questions and recording answers. This will help you get some experience with interviewing techniques.

**Step D.** Now you are ready to interview important people in your life or the life of the person you selected for your oral history presentation. Be sure to take careful notes of their answers to your questions. Attach your interview notes to this task booklet.

## Activity 6.

**Step A.** Before you begin preparing your oral history, discuss with a partner what you think an excellent oral history presentation should include. List your ideas on the lines below. Consider how it is presented, how well artifacts or memory cues are used, and the story itself.

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Now, follow the directions of your teacher to create a class rubric. Copy it below.

**3:**

**2:**

**1:**

**0:**



**Step B.** You have learned about oral histories and have gathered information about your own life, or the life of the person you chose. Now you are ready to prepare your oral history to share with other students. You will need to plan how to tell your history and collect or make artifacts to use as memory cues for your presentation. In the box below, make a graphic organizer, such as a web or sequence chain, and plan your oral history.

**Step C.** Present your oral history to the class. Use the rubric to score yourself.

Circle the score **you** think you deserve.

**3                      2                      1                      0**

**Step D.** Finally, complete the K-W-L worksheet you began in Activity 5A on page 6. Fill in what you have learned about your own personal history, or the history of the person you selected.

**Use the forms below to give other students helpful feedback on their presentations.**



**Student:** \_\_\_\_\_ **Score:** \_\_\_\_\_

You did a good job when you \_\_\_\_\_

\_\_\_\_\_

I had a question about \_\_\_\_\_

\_\_\_\_\_

You could improve by \_\_\_\_\_

\_\_\_\_\_



**Student:** \_\_\_\_\_ **Score:** \_\_\_\_\_

You did a good job when you \_\_\_\_\_

\_\_\_\_\_

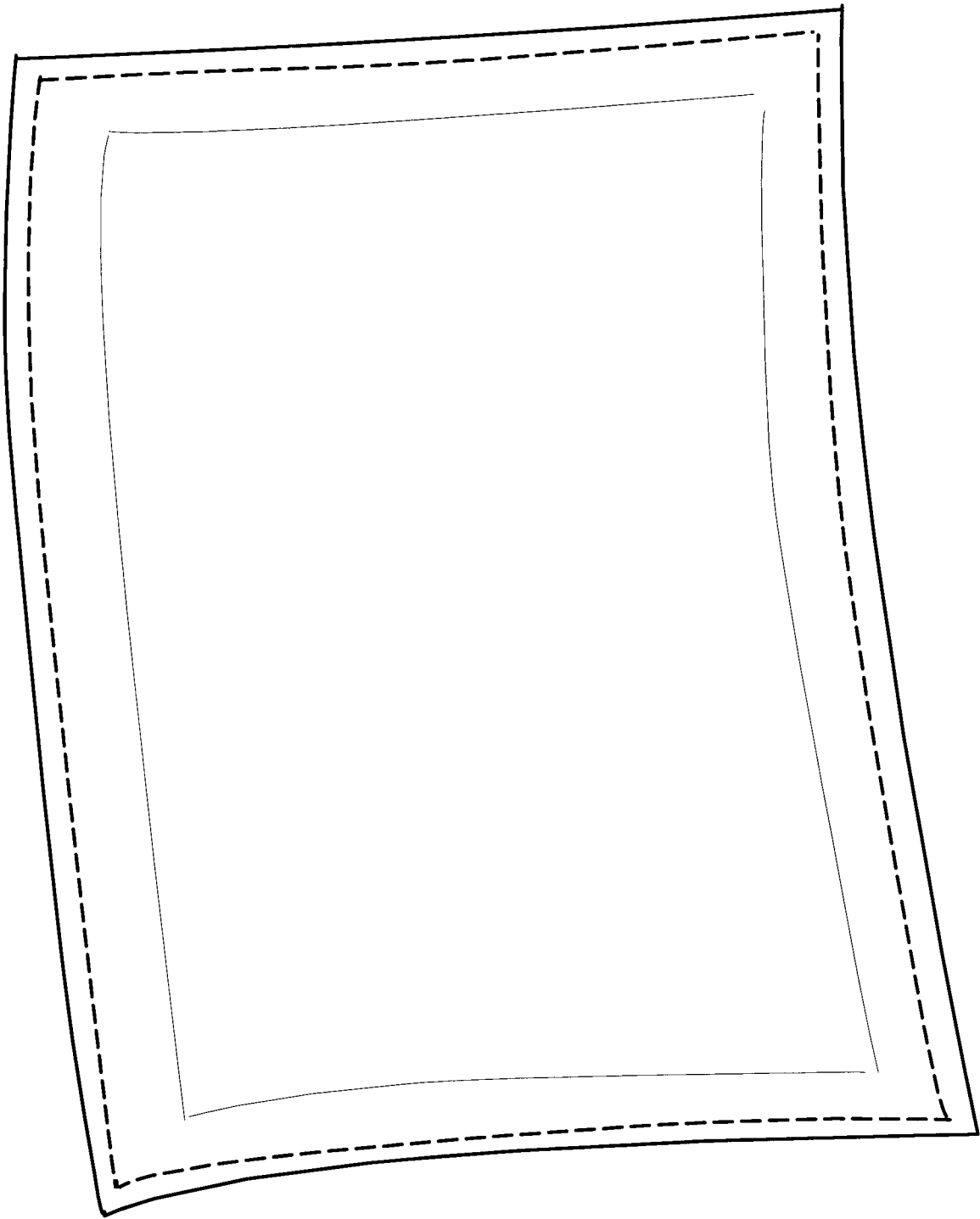
I had a question about \_\_\_\_\_

\_\_\_\_\_

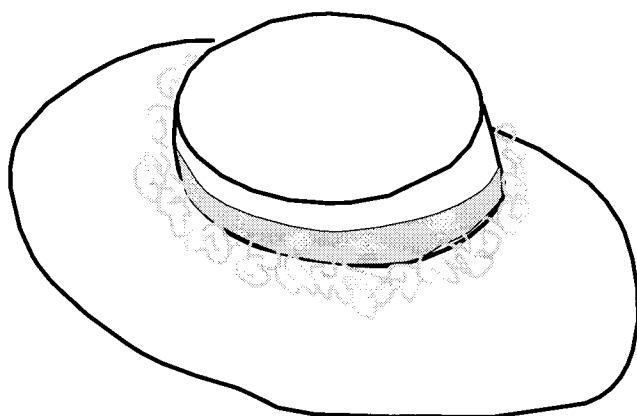
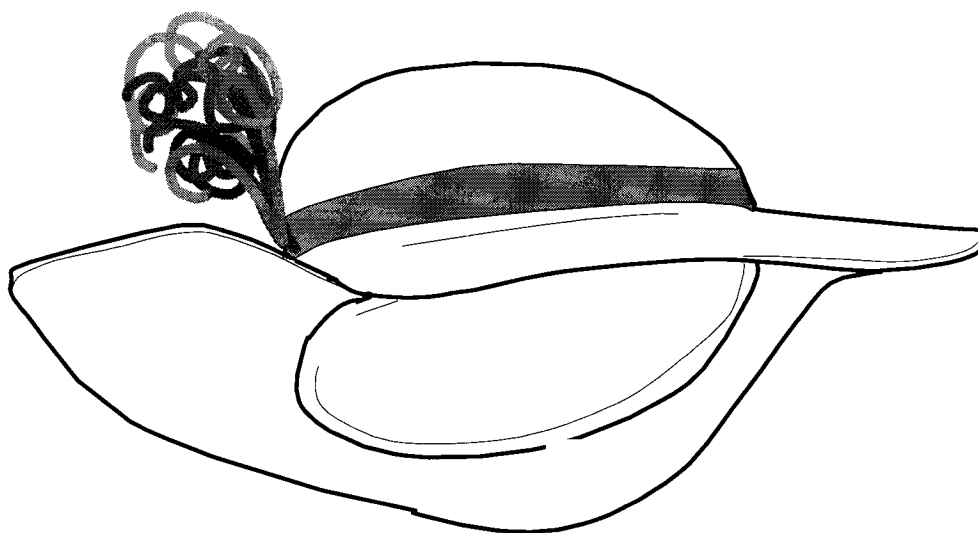
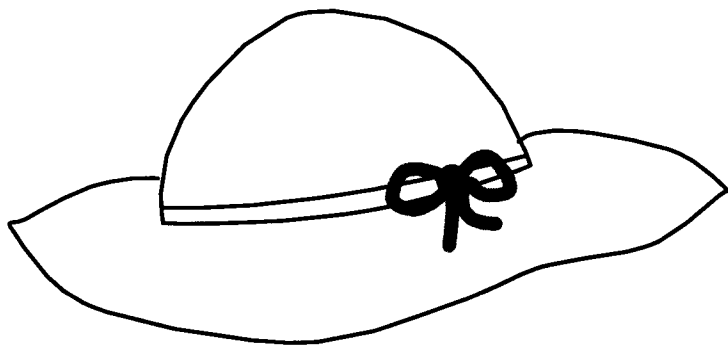
You could improve by \_\_\_\_\_

\_\_\_\_\_





***Keeping Quilt* — Resource (optional)**  
**May be used with Activity 3.**



***Aunt Flossie's Hats (and Crab Cakes Later)* — Resource (optional)**  
**May be used with Activity 3.**